

**EYD Plan Focus Group: Reconnecting Our Youth**

**Monday, June 21, 2010**

**Latin American Youth Center**

**Objectives:**

- *The focus group will be able to articulate what “success” for disconnected youth looks like in the District, identifying both system-level outcomes and youth-centered outcomes*
- *The focus group will look at data points around disconnected youth and develop potential “causes” for why the data looks as it does, in order to create a map of issues that if addressed would move us towards more successful outcomes for this population*

**Agenda:**

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|-------------|--|--------------------|
| <b>I.</b>   | <b>Opening/Welcome - Lori Kaplan(LAYC)/Ahnna Smith (DME)</b><br>Overview, Lori Kaplan <ul style="list-style-type: none"><li>• LAYC has had the opportunity over the years to observe best practices<ul style="list-style-type: none"><li>○ Responding to young people</li><li>○ Job training (DOES)</li><li>○ Bringing federal initiatives into the community</li></ul></li><li>• Many organizations are doing good work<ul style="list-style-type: none"><li>○ Public charter schools</li><li>○ Public schools</li><li>○ Community organizations</li></ul></li><li>• DC is great at HAVING opportunities for young people<ul style="list-style-type: none"><li>○ BUT we need to work on collaboration so that the many resources can be taken advantage of and cohesive with the needs of young people.</li></ul></li><li>• LAYC Promotores Pathway</li></ul> | <b>2:00 – 2:15</b> |
| <b>II.</b>  | <b>Brief overview of EYD Plan</b>  | <b>2:15 – 2:20</b> |
| <b>III.</b> | <b>Introduction to Promotor Program</b>  | <b>2:20 – 2:30</b> |
| <b>IV.</b>  | <b>Defining “success”</b> <ul style="list-style-type: none"><li>a. System-level and service delivery outcomes versus youth-centered outcomes around disconnected youth</li></ul>   | <b>2:30 – 2:40</b> |
| <b>V.</b>   | <b>Diving into the Data</b><br>(see attached documents – Data and Data Activity Notes) <ul style="list-style-type: none"><li>a. Looking at XX data point (will break into groups), what do you think are underlying causes that have led to this outcome?</li><li>b. Tying outcomes to the Six Citywide Goals</li></ul>  | <b>2:40 – 3:10</b> |
| <b>VI.</b>  | <b>Questions (attached)</b> <ul style="list-style-type: none"><li>a. Prevention</li><li>b. Reconnecting youth to education and work</li></ul>  | <b>3:10 – 3:50</b> |

- c. Collaboration (within government and across sectors)

## VII. Closing/Next Steps

- a. Follow-up and additional meetings (please visit the website [www.dme.dc.gov](http://www.dme.dc.gov) and follow-up to respond to recommendations will happen in July/August)
- b. Contact information:  
Ahnna Smith ([Ahnna.smith@dc.gov](mailto:Ahnna.smith@dc.gov) ; 202-727-0696)

# Discussion Questions

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## Notes and feedback in BLUE

### 1) Tracking Outcomes

- a) What needs to be measured that isn't being measured?
- b) Are the existing indicators the right ones to measure?
- c) How can information be better shared with other agencies and with the public?

#### Tracking Outcomes

- a) What needs to be measured that isn't being measured?
  - i) Longitudinal data
    - (1) SLED should capture data other than strictly education data (including data related to juvenile crime, teen pregnancy)
    - (2) Collect broader data points beyond just education
  - ii) The city is counting things, not reporting outcomes
    - (1) Funding and programs are based on short-term outcomes
      - (a) Need short-term metrics more than long term ones
      - (b) E.g. look at grade promotion rate rather than graduation rate
    - (2) Report progress on short term goals that funnel into the long term goals
  - iii) PCS performance management framework
  - iv) How do you measure student engagement
    - (1) Student surveys (as in Nashville)
    - (2) Not simply kids with absent parents and involved in crime
    - (3) College/career counseling – narrow
- b) How can information be better shared with other agencies and with the public?
  - i) Have a separate, university-affiliated data warehouse
    - (1) Similar to model in Chicago
- c) Data report card
  - i) Identify goals and objectives and measure for the city what is being accomplished toward those goals and objectives.

### 2) Prevention (how do we prevent youth from becoming disconnected)

- a) Truancy
  - i) How are we currently preventing/minimizing truancy?

- ii) What is happening currently around interagency collaboration in this area? (MPD, Department of Youth Rehabilitation Services, DC Public Schools, Child and Family Services Agency, Department of Employment Services etc.)
- iii) How can collaboration between agencies limit or remove barriers to school attendance?
- b) What are we doing specifically for groups at greater risk of becoming disconnected?
  - i) Youth in foster care
  - ii) Youth involved in the juvenile justice system
  - iii) Youth who are parents

**Prevention (how do we prevent youth from becoming disconnected)**

- a) How do we define disconnected youth
  - i) Is it just the unemployed and chronically truant
  - ii) Or is it youth who lack supports/resources
- b) Truancy
  - i) Focus on getting kids to want to learn
  - ii) Teacher quality is important
  - iii) Vocational schools as an incentive
  - iv) Greater youth awareness for alternatives
    - (1) More counseling
  - v) What are truancy rates for the first 30 days of the school year
    - (1) Predictive measure
    - (2) Direct counter-truancy efforts from that data
  - vi) Truancy court
    - (1) Addressing surface issues
  - vii) MPD's role
    - (1) Maybe move drop out law from 16 to 18
    - (2) Role of safety issues
      - (a) LGBTQ concerns
  - viii) Students with disabilities prone to disconnection
  - ix) Deeper family issues
  - x) How many young mothers return to school?
  - xi) What is happening currently around interagency collaboration in this area? (MPD, Department of Youth Rehabilitation Services, DC Public Schools, Child and Family Services Agency, Department of Employment Services, etc.)
    - (1) Financial issues
      - (a) DDOT/WMATA and schools
      - (b) Safety issues
      - (c) Child care

**3) Reconnecting Youth**

- a) To education
  - i) Alternative Education and Training Programs
    - (1) Models (e.g. Promotores)
    - (2) What is the District doing to support programs like this?

(3) How do we evaluate Alternative Education programs and measure their effects on youth?

b) To work

#### **Reconnecting Youth**

a) To education

- i) Individualized Educational Plans for students
  - (1) Case management
- ii) Perception that they can't reconnect even when they can
- iii) How does UDC fit in
- iv) Early college models
- v) Dual enrollment
- vi) Single resource point to learn how to reconnect
  - (1) DCPS placement hotline

b) To work

- i) One-stop shop model within DOES
  - (1) How do we extend to youth, education
    - (a) Look at Utah for best practices

#### **4) Interagency Collaboration**

a) What aspects in particular around this issue could MOST benefit from interagency collaboration?

b) How do we facilitate or incentivize interagency collaboration?

#### **Interagency Collaboration**

a) Coordinating with different agencies

- i) CBO's
- ii) Reporting (grants/contracts)
- iii) Application process alignment
- iv) Stop-and-go communication

b) DCPS not collaborating enough

- i) Existing collaboration based on relationships, not systemic supports
- ii) Lack of continuity in initiatives

c) One place to go for high-quality data for:

- i) The system as a whole
- ii) Individual vendors

d) Transparency

- i) Not enough data at the moment
  - (1) Good numbers on labor market and projections
  - (2) Program effectiveness

#### **5) Community Involvement**

a) What are we currently doing to engage the community in reconnecting our youth?

b) What mechanisms or tools could/should be utilized (or better used) to prioritize this issue within the community?

### **Community Involvement**

- a) Youth engagement
- b) Pair CBO's with schools and agencies to provide complementary services
- c) Time and location barriers

#### **6) PLAN: What should the EYD plan look like?**

- a) The goals should be more clearly defined.
- b) The youth should be involved in the making of the plan.

#### **7) What are the desired outcomes we would like to see for truant youth?**

- a) Youth are enrolled in vocational schools.
- b) There are higher expectations for graduation
- c) Students have more of a connection with guidance counselors
- d) There are more resources for parents on what to do with truant children
- e) Truancy court is more consistent and available
- f) Reasons for truancy need to be understood and investigated through data (students with disabilities who need support, work takes precedence over school, lack of childcare, boredom in the classroom, lack of adult connection, family issues)